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ABSTRACT

This report summarizes the proceedings of a seminar held in Switzerland to disseminate the findings of the Council for Cultural Cooperation's (CDCC) project on innovation in primary education. Additional aims were to: (1) compare the CDCC's primary innovation project with five school development projects carried out in Switzerland; (2) test a model for disseminating the findings of international projects in which Switzerland has been involved; and (3) consolidate the inter-cantonal network of specialists in school development and maintain the operational availability of the network of international experts set up during the CDCC's work. After identifying categories of participants and profiling the Swiss projects, sections report the overall organization of the seminar and provide general conclusions. The detailed program, descriptions of the Swiss projects, a checklist for evaluating the Swiss projects, and a list of participants are appended. (RH)

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DECS/EGT (88) 67

Project No. 8 of the CDCC
"Innovation in primary education"

Dissemination of the project's findings

PS 018916

6th National Seminar:
Switzerland - Montreux, 22-25 August 1988

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School Education Division

Strasbourg 1990

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Project No. 8 of the CDCC:
"Innovation in primary education"

DISSEMINATION OF THE PROJECT'S FINDINGS
6th NATIONAL SEMINAR:

SWITZERLAND

Montreux 22-25 August 1988

Report written by Jean-Michel SIVIRINE,
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Ministry of Education

The views expressed in this report do not necessarily reflect
those of the Council for Cultural Co-operation
of the Council of Europe

COUNCIL FOR CULTURAL CO-OPERATION (CDCC)
School Education Division

Strasbourg 1990

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NATURE OF THE REPORT

This report is an attempt to summarise the proceedings of the seminar held in Switzerland to disseminate the findings of the project of the Council for Cultural Co-operation (CDCC) on "Innovation in primary education" (Project No. 8). The seminar was held in Montreux from 22 to 25 August 1988, and it would not be an exaggeration to say that the magnificence of the setting and the excellence of the reception and organisation had a very beneficial effect on the quality of the discussions and the individual contributions.

AIMS OF THE SEMINAR

In organising this seminar, the Swiss authorities had several different aims in view:

1. To make known in Switzerland the main findings of Project No. 8 of the CDCC: "Innovation in primary education".

2. At the same time, from a dynamic perspective, to utilise the experience accumulated in Project No. 8 by comparing it with five school development projects carried out in Switzerland which have the advantage of reflecting widely varying types of innovation: they cover a range of subjects dealt with in different cantons according to widely varying approaches and strategies.

3. From the point of view of general procedures, to test a valid model (not necessarily the only one) for disseminating the findings of international projects in which Switzerland has been extensively involved (my own parenthesis: in view of its general nature, this aim should be of great interest to the other CDCC member states, each of which is faced with the same problem, with of course the distinctive features resulting from different education systems).

4. To consolidate the inter-cantonal network of specialists in school development and, as a result, maintain the operational availability of the network of international experts set up during the work on Project No. 8 of the CDCC.

We may note here how ambitious these aims are, continually relating the particular to the general and demanding, in order to be achieved during the seminar, a careful organisation and closely thought-out interconnection of the various stages of work.

PROGRAMME AND WORKING METHODS

A look at the categories of participants gives a good idea of the ambitiousness of the aims pursued by the organisers: nine groups of participants identified in functional terms made up the audience and players:

1. Delegation from the Committee of the CDIP (Conference of Cantonal Directors of Education)

2. Secretaries of Education Departments/other representatives of Education Departments

3. Representatives of school inspectors and educational advisors

4. Representatives of teachers' associations

5. Pedagogical Commission of the CDIP

6. Directors and staff of educational research departments (cantonal and regional)

7. Teachers and scientists contributing to development projects

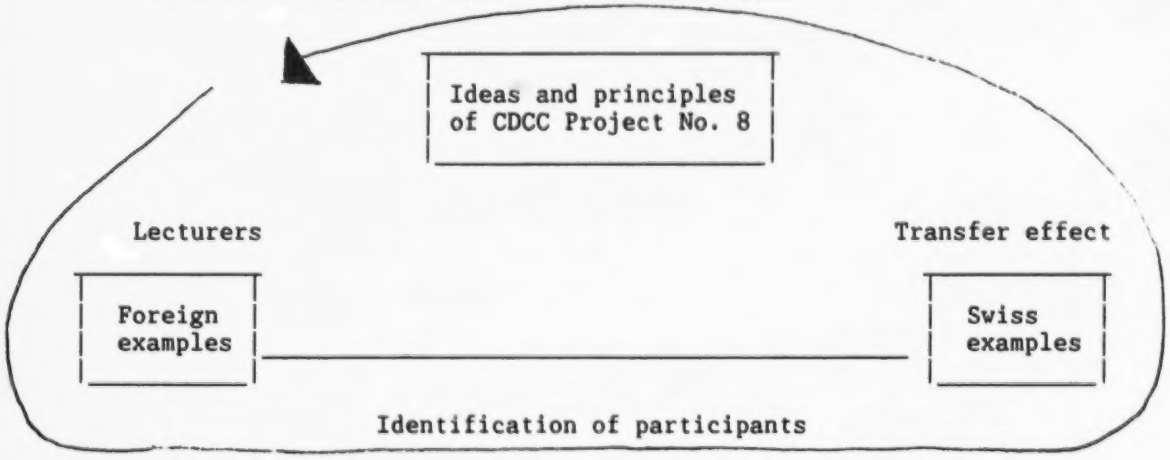
8. Teachers from the contact school of CDCC Project 8 (Ecole du Bon Pasteur, Zug)

9. Foreign experts from CDCC Project Group 8.

The general working method chosen by the organisers put the emphasis on interaction between the following three fields:

- ideas and principles arising from CDCC Project No. 8
- examples of innovation presented by foreign experts
- Swiss educational projects.

It can be summarised by the following diagram:



The role of the foreign experts

As intended by the organisers, it was a dual role:

- firstly, during a lecture, to bring out the links between one of the Swiss projects and a comparable innovation project in progress in the lecturer's country by emphasising the difficulties encountered and the means employed to eliminate or circumvent them;

- secondly, to bring out in the course of the seminar, and especially during the group discussions, the similarities, differences and contradictions between the Swiss projects and the conclusions and results of CDCC Project No. 8, the aim being to facilitate, improve and increase the participants' understanding of educational innovation.

For this purpose, each expert was assigned one of the selected Swiss projects:

1. Don Hollingsworth (United Kingdom): curriculum revision in the canton of Solothurn

2. Peter Honeth (Sweden): pupil assessment in primary education in the canton of Ticino (Italian-speaking part of Switzerland)

3. Sigrid Jönsdöttir (Iceland): "Man and environment" project in the canton of Lucerne

4. Dook Kopmels (Netherlands): CDIP project: in-service teacher training tomorrow

5. Jean-Michel Sivirine (France): GRAP project: curriculum adjustment in Western Switzerland (French-speaking).

THE SWISS PROJECTS

The five projects selected to form the basis for the seminar cover a wide range of objectives, practices and procedures. Appendix II contains the descriptions which were produced for the seminar. Nevertheless, it will be necessary for an understanding of what follows to recapitulate the background and history of each project and the questions put to the participants in the seminar:

CURRICULUM REVISION IN THE CANTON OF SOLOTHURN

- Background and history of the project

Curricula in the canton of Solothurn were not only out of date - the primary school curriculum had not been revised since 1944 - but also lacked harmonisation in terms of both form and content because they had been formulated at different periods. In addition, the six curricula for the nine years of compulsory schooling had been supplemented and modified by numerous decrees. It had therefore become more or less impossible to obtain a clear overview of what was to be done in school. So it was not at all surprising that the teachers - as a survey showed - hardly used these curricula any more: some teachers did not even possess one. Methodology in the classroom tended to be guided by certain traditions of teaching, with teachers applying techniques learnt in in-service training and using new teaching materials. As a result, differences between schools increased, leading to many criticisms from secondary schools.

In 1979, the cantonal government appointed two commissions to revise the primary and secondary curricula.

- Questions for discussion

In the circumstances, two themes are of particular interest: the evaluation of curricula and implementation strategy.

PUPIL ASSESSMENT IN PRIMARY EDUCATION IN THE ITALIAN-SPEAKING PART OF SWITZERLAND

- Background and history of the project

This project is part of the reform of all grades of primary education (1-5) in the canton of Ticino. New regulations have been formulated which concern teaching methods as well as assessment procedures.

The reform project has been built upon the following options:

1. "Homogeneous classes do not exist: work in schools must be organised in such a way as to facilitate differentiation according to each pupil's aptitudes and abilities" (curriculum, page 8).

2. Differentiation of teaching methods demands a flexible organisation of school work (at the individual, group and collective levels) and a prior definition of learning methods (learning by discovery etc).

The school authorities decided to revise the existing regulations in the matter of assessment of learning progress according to these new options.

- Questions for discussion

What means can be employed to stimulate greater awareness among teachers so that they adopt assessment methods - and hence teaching methods - which are truly in keeping with the new educational aims (emphasis on practical and life skills)?

How far and under what conditions can the Ticino model be exported to other Swiss cantons?

With regard to the decision to maintain marks but assign a different function to them,

- is it to be considered as a happy compromise between tradition and progress?

or

- is it a way of avoiding facing fundamental problems related to assessment and teaching?

The documents which are made available to teachers in order to facilitate their task often mention "operationalised" attainment targets. But:

- is it really possible to operationalise everything (eg arts)?

- is it useful to break down education in this way?

- how many attainment targets are there to be assessed?

- would it not be better to look for more flexible and essentially qualitative forms of assessment?

- what are the implications of qualitative assessment for teacher training?

"MAN AND ENVIRONMENT" PROJECT IN THE CANTON OF LUCERNE

- Background and history of the project

In the "man and environment" curriculum, traditional subjects such as history, geography and science have been put together and supplemented with socio-cultural and technical aspects. The new subject "man and environment" now takes the place of "science", as it used to be called in the German-speaking part of Switzerland. The new term emphasises the global and interdisciplinary approach of this project.

This reform of the teaching of science originated in the 1970s in a new method of teaching history and new curricula for the teaching of German and mathematics. The innovations which were introduced in these fields required similar adaptations in the field of science. On the basis of a report written by a Commission on the Teaching of Science comprising specialists in various fields, a working party of primary teachers drew up the "man and environment" curriculum and learning-based teaching guidelines over the period 1979-1982. (...) The present version of the curriculum was approved in 1982 by the Education Board, which also authorised the creation of 2 full-time jobs to guarantee its harmonious introduction in keeping with the ideas underlying the reform.

In addition to the theoretical foundations, the programme of the initial in-service training course includes the practical planning, mastering and evaluation of a teaching sequence. This approach also stimulates co-operation among teaching staff. In co-operation with the School Development Service of Central Switzerland, the curriculum will be reviewed in the light of experience gained during the introduction period.

The definitive version should come into force by 1990. Implementation will continue in accordance with teachers' requirements.

- Questions for discussion.

. What do you think about the great importance attached to instrumental attainment targets in the subject "man and environment"?

. What do you think about the idea of dividing the contents into so-called sets of themes based on fundamental human needs?

. What do you think about the idea of a curriculum containing few aims relating to knowledge and practical skills, but also no compulsory contents?

. What do you think about the fact that this curriculum does not contain any purely scientific themes, but always includes subjective, emotional and socio-cultural aspects?

. What do you think about our view that an overabundance of subject matter and selection-related pressures are major obstacles to the attainment of instrumental targets?

CDIP PROJECT: IN-SERVICE TEACHER TRAINING TOMORROW

- Background and history of the project.

In-service teacher training has become very important in all Swiss cantons over the last 20 years. The CDIP has helped to confer pedagogical legitimacy on in-service training and lay down its main lines by publishing a report on that subject. Because of the constantly growing demands on the teaching profession, especially related to school development, in-service teacher training will become increasingly necessary. It will therefore be necessary to improve the quality and range of services according to the cantons' structural and financial possibilities and the needs identified at the various levels of education.

With this project, the CDIP wants to help the cantons and teachers' organisations to adapt in-service training to the new demands.

- Questions for discussion.

. Survey of comparable projects in other countries.

. Feasibility study in the context of the available ressources.

. The ironing out of linguistic and cultural differences in order to institute fruitful co-operation.

. The aspects of the project which are general in scope and transcend the traditional federalism of the Swiss cantons.

. Ways of convincing the circles concerned and public opinion of the great importance of in-service teacher training.

GRAP - CURRICULUM ADJUSTMENT IN WESTERN SWITZERLAND (French-speaking)

Background and history of the project

The curriculum reform which has been taking place since the beginning of the 1970s has led to a diversification of approaches to teaching and to a gradual widening of teaching tasks.

In this context of reform on a subject-by-subject basis, teachers' organisations have repeatedly emphasised the need for an overall assessment of the whole of the curriculum. Many teachers in particular feel that the curriculum should be trimmed as a matter of urgency. In response to this feeling of discontent, an agreement was eventually reached between the school authorities and teachers' associations on the launch of a curriculum "adjustment" project.

- Questions for discussion.

. Is the fact that general teachers are responsible for preparing a new-look curriculum purely incidental, or should it be seen as a sign of a shifting of responsibilities in curriculum development?

. Can the attempt to resolve the present dissatisfaction with curricula by merely reformulating a prescriptive document be successful, or is there not a major risk of oversimplifying the underlying problem?

. Can the rewriting of a curriculum be a means of appropriating it, of gaining an understanding of its overall conception; can the feeling of being somehow its author lead one to become its master? Can the benefit derived from the rewriting be passed on, or must the targeted person take over and rewrite the curriculum for himself?

. Why is it so difficult to engage in debate on the fundamentals of education without merely expressing pious hopes and without being immediately caught up in the internal logic of existing curricula?

. The interest of a document such as that prepared by GRAP resides in the idea that it might be a help for the teacher in his task of planning classwork and weighing the many different school activities. But it is much easier to find out what teachers think about the document than to find out what they do with it. Why is this? Is one committing oneself more by speaking about one's practices than by merely expressing one's opinion?

THE PROCEEDINGS

The detailed seminar programme may be found in Appendix I. What we are concerned with here is the overall organisation, which was dictated on the one hand by the ambitiousness of the seminar's objectives and on the other by the notoriously tight schedules of both "decision-makers" and teachers.

It was a fairly complex arrangement, with a 4-day "basic" seminar open to categories of participants 5 - 8 (plus the foreign experts) and one full day, the second day of the seminar, involving all categories.

One can see the point of this arrangement, which, at different times, afforded opportunities for comparing notes, listening together or in separate groups, exploring questions in greater depth and improving communication between the various protagonists of the education system. One can also see the risks of ambiguity it involves, because it is obvious that communication cannot be achieved merely by the fact of sitting side by side and listening to the same message. This risk of ambiguity seems greater when one compares the time devoted to the plenary sittings (information-oriented) with the time devoted to group work (discussion-oriented):

- seminar as a whole: even division of time, half/half
- 3 days "reserved" for categories 5 - 8: plenary sittings 1/3 of the time, groups 2/3
- "joint" days: plenary sittings 4/5 of the time, groups 1/5.

In practice, the proceedings went off exactly as planned, though without any impression of undue rigidity.

After the opening address by Mr Stambach, Chairman of the Pedagogical Commission of the Conference of Cantonal Directors of Education (CP-CDIP), who welcomed the participants and outlined both the reasons for the seminar and what was expected of it with reference to a few key terms (initiative, know-how, teamwork, commitment, interaction etc), the task of describing in detail both the objectives of the seminar and its working methods fell to Werner Heller, who, throughout the seminar, was a firm but good-humoured time-keeper (everyone knows what a thankless task this can be) and also saw to it that the various working sessions followed on from one another in a harmonious sequence.

As planned, the group activities provided the opportunity to make each other's acquaintance (this applied mainly to the foreign experts) and to engage in frank discussion of the main issues emerging from the conclusions and recommendations of CDCC Project no. 8. Many participants noted with satisfaction the inclusion of some ideas by which they set great store (which will come as no surprise when one considers the role played by Monica Gather-Thurler in the project's progress and in the drafting of the report), but tended to think that the conclusions were too general in scope.

I should like to mention here in passing an instrument which was outstanding in its conception and design, but which performed its intended function very unevenly from one group to another: I am referring to the questionnaire drawn up by Anton Strittmatter (which will be found in Appendix III). Its role as a "checklist" for comparative analysis of the various Swiss projects was supposed to make it one of the seminar's main ingredients. But for this it would have been necessary for each group to make it the focal point of its analysis and discussion, as requested. That was not altogether the case and one might think it a pity because this instrument, which, again, is outstanding, was not put to the fullest possible use.

After this it fell to Rémy Rosset, Vice-Chairman of the CP-CDIP, to close the first day's proceedings by restating for the benefit of the foreign experts (but a little reminder can do no harm) the interactions governing the operation and development of the Swiss school system.

Tuesday was the "official day". The ritual required in these circumstances was more or less observed, with a very heavy emphasis on the information aspect in the plenary sitting.

First of all, the hosts, in this case the municipality of Montreux represented by Mrs Monique Bornet, Municipale des Ecoles, welcomed the participants, followed by Mr Jean Cavadini, State Councillor and Chairman of the Conference of Cantonal Directors of Education, whose presence and excellent statement underlined the importance which the Swiss authorities attached to the seminar.

After Giulia Podestà, Head of the Council of Europe's School Education Division (DECS), had thanked all the organisers and noted the importance of Project No. 8 in the context of the Council of Europe's political goals and educational and cultural activities (and had, in passing, spoken warmly of Monica Gather-Thurler and the guest experts, all members of the Project Group), it fell to Monica Gather-Thurler herself to present the conclusions and recommendations of the report to the assembled participants. She did so shrewdly and incisively, putting the emphasis on the convergences between Swiss research and the findings of Project no. 8, raising questions about innovation strategies and re-affirming her belief in an approach in which children and teachers are central to the improvements sought in education systems.

The morning ended with statements by two experts, Don Hollingsworth and Jean-Michel Sivirine, on curriculum development in the United Kingdom and France respectively (echoing the Swiss Solothurn and GRAP projects), while the afternoon began with three more statements, by Peter Honeth (pupil assessment), Sigrid Jönsdöttir (man and the environment) and Dook Kopmels (in-service teacher training).

Apart from the information aspect, which the experts hope benefited everyone, (though without entertaining too many illusions about this), two points emerge:

- The decision by the seminar's organisers to schedule the two statements relating to curricula for the morning plenary sitting was clearly not a neutral one. While refraining from any interpretation, but believing that it is my role to ask questions, I wonder about the connection between this theme (further emphasised by the succession of the two statements) and the time at which it was dealt with (the only time when all the categories of participants, and particularly categories 1 to 4, were certain to be present).

- The adoption of a feedback procedure in groups after each statement (all those who were confronted with this formidable challenge must be congratulated on their expertise and grasp of essentials), which it must be said definitely made for clearer ideas and a clearer debate (it may also be said that it was the link between the specific dynamics of this day's proceedings and the basic dynamics of the seminar as a whole).

Summing up the day's proceedings, Anton Strittmatter called upon the participants to be realistic in their thinking, speculated about the existence of a "school level", which he could see neither in Switzerland nor in France, and saw training as a way of unravelling to some extent the complexity of innovation-related phenomena.

Wednesday's proceedings were devoted entirely to the Swiss projects, which were discussed in terms of substance and procedure. As was to be expected, it turned out to be the key day of the seminar.

My only comment concerns the fact that the work proceeded very differently from one group to another owing to differences of personality and involvement: in some groups the work proceeded in a carefully thought-out and more or less formalised manner, while in others it took the form of brainstorming.

In any case, neither the groups' working methods nor those of the seminar as a whole required the results of each one's cogitations to be drawn up in accordance with a single model with a view to some hypothetical summary. Comprising a fair number of those involved in the innovation process, each group was able to progress as much and as little as it wished, sustained by the dynamics of the seminar and giving it added momentum with the feedback procedure.

On Thursday morning, Dook Kopmels gave a masterful illustration of some of the institutional and psychological barriers in the processes of organisational development in education ("management skills"). Page 3 of his outstanding document (the "dynamic parallel") is reproduced in Appendix IV. It raises the eternal question of transfer. We shall return to this in the general conclusion.

In the afternoon, Moritz Arnet, Secretary General of the CDIP, summed up the seminar with some strong words, setting the debate immediately in its real context, that of political choice. His statement entitled "Politisch ist mehr möglich als viele glauben" (politically, more things are possible than many people believe) was a real profession of faith, which brought both a loftier vision and a degree of hope to what was a debate among educational technicians.

After this, the general rapporteur presented his provisional report, the main points of which will be found in the following conclusion.

GENERAL CONCLUSION

With reference to the aims of the seminar (taken at random), this conclusion will be divided into two main parts:

- did the overall design of the seminar provide a framework for achieving the aims set?

- to what extent did the Swiss projects benefit (in terms of substance and/or procedure) from comparison with Project No. 8 and/or the foreign projects?

A viewpoint necessarily emerges, and it is necessarily a simplification even if no attempt is made to interpret. Nevertheless, I have endeavoured not to omit anything: the plenary sittings, the working groups and the very stimulating discussions which were held in corridors, over coffee, at mealtimes, on boat-trips etc. This is a way of paying tribute to the organisers of the seminar for the impeccable way in which they combined business with pleasure and culture in the programme of the seminar.

The overall design of the seminar raises the general problem of dissemination. For four days, the seminar fluctuated between two different approaches: mass information and passing on ideas from person to person.

1. The design and organisation of the work were based on Werner Heller's diagram (page 4). Although it functioned smoothly on the whole, one cannot help wondering about the operationality, over the four days of the seminar, of the "transfer effect", which was expected to apply to the link between Project No. 8 and the Swiss projects. Everyone knows what a difficult concept this is and the precautions its handling requires. Along with assessment, it is education's most formidable task (we shall return to this).

Was it not a little over-hasty to look for a transfer effect at this stage?

2. The unusual combination of the four days and the Tuesday created problems for several participants. It was not because they objected to the principle but because this mode of organisation checked the momentum of the group discussions initiated on the Monday afternoon (the momentum had to be regained on the Wednesday morning, sometimes with some difficulty).

Where the substance is concerned, however, the structure no doubt came up to the organisers' expectations. It brings us to the very heart of the information/reflection dichotomy. The particular form of dissemination chosen, based on comparison with foreign examples, required abundant information. This information was given at the plenary sittings. It also required intense discussion and reflection. The small groups provided the framework for these, enabling them to be not only intense but also rewarding and productive, though with one fairly general misgiving on the part of the participants (but a fairly typical one in the circumstances): generally speaking, there was not enough time for the group discussions.

With regard to the match between the categories of participants and the chosen working methods, which we have already discussed (pages 10-11), it was no doubt dictated by circumstances and the organisers' choices. I can only express a value judgment on this and hope simply that the results came up to their expectations.

3. We now return to the question of transfer. At the end of the seminar, faced with information and discussions which the participants sometimes found rewarding, sometimes disturbing, and often stimulating, individual and collective thinking went forward, went back, changed ... clearly we shall have to wait.

4. There is one point which would have been highly important in any place other than Switzerland: that of language. The only people who were really inconvenienced were the experts, each of whom was to some extent confined within a single major language. It should be stressed that simultaneous interpretation was provided on the Tuesday with the Council of Europe's assistance.

Everyone felt that the diversity of the examples provided by the experts (reflecting the diversity of systems and, at the same time, the diversity of languages) had been an enrichment. The participants were only able to derive full benefit from it because of the situation obtaining in Switzerland (one major international language/several languages shared with neighbouring countries). But the model is not easy to export without the deployment of considerable translation resources, and that is difficult in a national framework.

The Swiss projects fuelled the group discussions, providing a tangible basis to which thoughts and ideas could immediately be applied.

While, generally speaking, the participants regretted the insufficient time devoted to the group discussions, attention has already been drawn to the very different ways in which the groups operated and progressed in their work. That reflects not only differences of personality but also the different ambitions and varying degrees of progress of the Swiss projects. Consequently, instead of concentrating on the report of each group's proceedings, I have taken the liberty of trying to bring out the common threads linking the five groups, thinking that they would be of greater interest to all the participants (and readers).

Did the ideas of Project No. 8 and the foreign projects really have any perceptible influence? I should like to make three brief preliminary observations:

- The ideas of Project No. 8 are not very new and remain general, and the experts from the Project Group and the participants in the seminar agree on this. They do, however, have the advantage of being plainly stated and offering a consensus. Even if they are general and not very new, they deserve to be applied to actual situations and cases. In most of the groups, this exercise produced fruitful and sometimes unexpected results.

- The word "influence" should no doubt be replaced by such terms as synergy, coherence, convergence etc. Between the Ticino project and the Swedish one, between those of the LEFO and Zeeland, what struck the participants most of all was this aspect of "convergence".

- All the ideas of Project No. 8 fit into the "interactive" framework, which owes a great deal to the work done in Switzerland. Here are some of the key words and ideas of the project:

  - involvement of all parties
  - commitment
  - co-operation, teamwork
  - the process of innovation is as important as the innovation itself.

To varying degrees, the work of the five groups reflects the following:

1. Commitment, co-operation and teamwork are points of convergence. It is greatly to the credit of the groups that they did not hesitate to tackle these somewhat general (and, some would add, hackneyed) concepts with a view to further exploration. The LEFO project in particular, but also those of Lucerne and Ticino, identify each of these points very tangibly and very strongly, clearly emphasising in passing both the grey areas and the practical improvements that could be made.

2. The involvement of all parties may be regarded as another of these "generalities". Here again, the proceedings of the seminar made a practical contribution and to some extent renewed the concept. One group (the GRAP project) chose systematically, others less so, to devote time to functional identification of the groups involved in innovation: those seeking innovation, decision-makers and others. This can be a dangerous exercise because the aim is basically to bring out that which is left unsaid in the education system.

The feedback from the work of the groups shows that they had no hesitation in playing the game and trying to clarify, and render more explicit, power relationships which, elsewhere, are often deliberately left vague (my own parenthesis: this ties in with a personal observation, namely my surprise at how quickly and how effectively individuals took the place of labels in the group discussions).

The statement by Moritz Arnet at the plenary session sheds further light here: identification of the players and the highlighting of their actual role may make for a clear and necessary dialogue, but this may also have the effect of tying each one to a particular place and hence making the process and the system as a whole unduly rigid. This raises in functional terms the dual question of the search for a consensus and the "great public debate" on society/school and school/business relationships.

3. The attention paid to the process of innovation was no doubt the weakest point in the proceedings of the seminar. Or else the Swiss participants departed sharply on this point both from the concerns of Project No. 8 and from those of the foreign projects. The question was virtually ignored in some groups (owing to a shortage of time?), dealt with very indirectly in others, and never tackled head on. It was the content of innovation which virtually monopolised the participants' attention.

It would seem that this is a fundamental problem, both in terms of strategy and in terms of communication. I should like to voice my doubts concerning a general attitude on the part of the groups which I found to be not very far removed from: "our ideas will triumph because they are right". It can be dangerous today to leave the technicians of education in a militant framework and entrust responsibility for the strategies and management of innovation to others.

4. One feature of the group discussions which was of particular concern to the experts of Project No. 8, because it was a constant preoccupation of theirs both in their own work and in the drafting of the report, is the balance/search-for-a-new-balance dialectic: the search in itself causes further imbalance which will have to be compensated for, and so on.

The groups working on the Solothurn curricula and pupil assessment in Ticino went right to the heart of the problem when they wondered about the links between a new curriculum, differentiated teaching and the forms and methods of evaluation; the Lucerne group did likewise when it drew attention to the risk of conflicting aims between the requirements of parents and pupils, which centre on content, and those of educationalists, which centre on processes; the same was true of the LEFO group when it attempted to identify in functional terms the series of "Schwerpunkte" which give a positive structure to the organisation of in-service training for teachers; the GRAP group, too, when its stubborn search for the real innovation-seekers led it to undertake a differential analysis of the obstacles encountered in the implementation of the new curriculum.

Here again, many statements made at the plenary session shed intense light, such as Carlo Jenzer's speculation first on the existence and then on the possible nature of the links between the recruitment of teachers (need, methods, training etc) and innovation (perception, processes, implementation etc).

5. There are many other things which should be reported: aspects that are more diffuse and show a less marked degree of consistency from one group to the next. The fact is that the group discussions were exceptionally rich.

Let us consider just two of these aspects which are more or less related to what has been said above:

- The Swiss and other participants seemed divided on the role played by the parents, although it was stressed everywhere. Teachers are no doubt going through an identity crisis, both in Switzerland and elsewhere. Parents are schools' major partner, either directly or through their political representatives. But how far do their demands go vis-à-vis the professionals of education? This brings us back to the "great public debate".

- The idea of transfer emerged again from a discussion concerning parallels in behaviour. Very broadly, should the way teachers are treated be modelled on the way in which one wishes to treat pupils? This is an ever-recurring question, to which it may be thought the "dynamic parallel" proposed by Dook Kopmels provide only one type of answer.

I have interspersed this report with comments relating to the excellence of the reception and the organisation. I am now bringing them all together here by way of a conclusion to this conclusion. To ask whether this seminar achieved all its objectives is perhaps not a pointless question, but one at least to which it will not be possible to give a definite answer since what is involved is an expected change in individual and collective behaviour. One thing is certain: if those objectives were at all attainable, the seminar did what was required for that. The seminar was original in its design and implementation, was conducted faultlessly and without any impression of undue rigidity, and generated new ideas and impassioned debates. It derived maximum benefit from the Swiss tradition of hospitality and concern for balance. I wish to thank the organisers on behalf of all the participants.

APPENDIX I

Detailed seminar programme

Sunday 21.8.88: Arrival of the foreign experts

Monday 22.8.88

Palais des Congrès

10.30 am Preparatory session - Participants:

- Council of Europe experts
- Organisers
- Representatives of the CP-CDIP (as rapporteurs in the group discussions)
- Representatives of the Swiss projects

12 noon Lunch

Starting 1.30 pm Reception of participants

2 pm Categories of participants 5-8

- Opening address by Mr Stambach (Chairman of the CP-CDIP)
- Introduction of the experts by W Heller, Swiss representative on the project group of CDCC Project No. 8
- Definition of objectives and working methods by W Heller

2.45 pm Work in five groups led by the experts and based on a questionnaire and on the summary of the final report Objectives:

1. To make each other's acquaintance
2. To present the findings of the Council of Europe project
3. To elicit a response from the Swiss participants based on their own professional experiences
4. To produce a poster

4 pm Coffee break

4.30 pm Discussion of the posters with a statement by R Rosset (Vice-Chairman of the CP/CDIP) on the role of the CP/CDIP in the triangle: "CDIP educational policy/school development in Switzerland (educational working parties)/ school development at international level (OECD/CERI, Council of Europe)"

Starting 7 pm — Visit to the Château de Chillon and aperitifs provided by the Education Department of the canton of Vaud

Starting 8.30 pm — Free evening

Tuesday 23.8.88

8.30 am — Additional preparatory work, if necessary

10 am — Participants of all categories (simultaneous interpretation in German, French and English)

Plenary session:

- Welcoming address by Mrs Monique Bornet, Municipale des Ecoles, Montreux
- Statement by Mr Jean Cavadini, State Councillor, Chairman of the CDIP
- Statement by Mrs Giulia Podestà, Head of the School Education Division at the Secretariat of the Council of Europe
- Presentation of the Council of Europe's project by Monica Gather Thurler, Swiss representative on the project group of CDCC Project No. 8
- Statement by Don Hollingsworth, Department of Education and Science, United Kingdom: "Curriculum development in the United Kingdom": feedback (5 minutes) by Marise Paschoud, Director of the Vaud Centre for Educational Research
- Statement by Jean-Michel Sivirine, School Inspector, Essonne, France: "Curriculum development in France": feedback (5 minutes) by Hans Stricker, Director of the Educational Research Centre of the canton of Bern

12 noon — Lunch

1.45 pm — Statements in three parallel groups:

- Peter Honeth, Ministry of Education and Cultural Affairs, Sweden: "Assessment of pupils in primary schools in the canton of Ticino"; feedback (5 minutes) by Uri Peter Trier, Director of the Educational Research Centre of the canton of Zurich
- Sigrid Jönsdöttir, Ministry of Culture and Education, Iceland: "Man and the environment"; feedback (5 minutes) by Jean-Pierre Salamin, Director of the Educational Research and Documentation Bureau of the canton of Valais (simultaneous interpretation in this group only)

- Dook Kopmels, Educational Research Centre of Zeeland, the Netherlands: "LEFO project - in-service training for teachers"; feedback (5 minutes) by Anton Strittmatter, editor of the journal "Schweizerische Lehrerzeitung"

3 pm Work in 5 "feedback groups" (same groups as Monday)

- Discussion on the basis of the questionnaire and production of one poster per group

4 pm Coffee break

4.15 pm Plenary sitting:

- Brief statements by a Secretary of the Education Department (NN) and the Chairman of the Educational Association of French-speaking Switzerland (Mrs Josianne Thévoz, Geneva) presenting their personal replies to the questionnaire

- Summary by Anton Strittmatter of the work done in the "feedback groups"

5.30 pm Aperitifs provided by the municipality of Montreux at the Palais des Congrès

7.45 pm Optional evening

Wednesday 24.8.88

8.30 am Categories of participants 5-8

Work in 5 groups

- Substantive debate on the 5 Swiss projects with the following aims:

a. In-depth study of the projects

b. Links with the Council of Europe project

c. Possible improvements

10.15 am Coffee break

10.45 am Resumption of group discussions

12 noon Lunch

2 pm Showing of videos on innovations in primary education from Sweden, the Netherlands and Switzerland (Zurich and Berne)

3.30 pm Coffee break

4 pm Work in the same groups, with the emphasis on future strategy

5 pm Resumption of group discussions

7 pm Optional evening

Thursday 25.8.88

8.30 am Categories of participants 5-8

Plenary sitting:

- Statement by Dook Kopmels: school organisation, the development of organisation in education, management skills etc

10.15 am Coffee break

10.45 am Resumption

12 noon Lunch

2 pm Plenary sitting:

- Summing up by the Secretary General of the CDIP
  Statement by Moritz Arnet on the theme:
  "Politisch ist mehr möglich als viele glauben"
  (Politically, more things are possible than many believe)

- Presentation of the provisional report by the general rapporteur, Jean-Michel Sivirine

4.30 pm END OF SEMINAR

APPENDIX II/1

EDK Schweizerische Konferenz der kantonalen Erziehungsdirektoren
CDIP Conférence suisse des directeurs cantonaux de l'instruction publique
CDPE Conferenza svizzera dei direttori cantonali della pubblica educazione

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DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT Nr. 8 "INNOVATION IN PRIMARY EDUCATION

PRESENTATION OF A SWISS INNOVATION PROJECT

CURRICULUM REVISION IN THE PRIMARY SCHOOL OF THE CANTON OF SOLOTHURN (1979 - 1991)

1. Background and history of the project

The current curricula for compulsory school in the canton of Solothurn were out of date. The primary schools' study plan had never been revised since 1944 ! As these curricula had been formulated during different periods, there was a lack of harmonization, as much as the form as at the content lever. During the past decades, the existing six curricula referring to the nine years of compulsory school had been completed and modified by numerous decrees. Finally it had become more or less impossible to obtain a clear overview of what really was to be done in school. So it was not amazing at all that the teachers (as an exploration study pointed out) hardly use the study plans any more, sometimes not even possess one. Methodology in the classroon tended to be directed only by certain traditions of teaching, dependant on impulsions coming from inservice training or new teaching materials a.s.o. The consequences of this matter of fact were important differences from one school to the other, leading to many critics formulated by the secondary school.

In 1979, the cantonal Government appointed two commissions and charged them to revise the curricula: one commission (president : Erich Ambühl) was attached to the curriculum of primary school; the other (president: Arnold Hammer) to secondary school. Previously some 210 teachers had been interviewed by collaborators of the Pedagogical Research Centre.

2. The project's aims

The aim is to develop a new study plan in which

a) the formal level: will include all 9 compulsory school years and all school types, will be oriented according to the attainment targets, will present itself as a whole, will be operational and easy to revise;

b) the content level: will introduce respectively and reinforme different innovations: equal offers of teaching subjects to boys and girls, teaching home economics and working on textiles for boys, teaching French as soon as the 4th respectively 5th school-year, teaching computer science (9th school year) and, finally, taking in account different educational priorities (such as: protection of environment, health education, a.s.o.);

c) the operational level: will facilitate information, create a common basis for communication and thus foster the cooperation between teachers (working in the same school-house, at the same degre, with the group of inspectors, with colleages cooperative teachers from secondary school) and between teachers and parents.

3. Procedures

1979
The Cantonal Government appoints two commissions for curriculum development (at the primary and secondary level). These two commission generally are to sit together. At this stage, their task is to develop the "guidelines for compulsory education", which are to be submitted to broad popular consultation and vote.

1981
The Cantonal Government and the Department of Education appoint seven (sub-) commissions according to the different teaching subject matters as well as a number of working groups. Their task will consist in developing at first the general and then the specific attainment targets.

1982
The Department of Education decretes socalled model-schedules which are to be considered as the external framework for the futur curricula development.

1984
Following a decision of the Cantonal Council, teaching French can now be brought forward in the whole Canton.

1986
Following a popular vote, equality in the subject matter is to be accorded to boys and girls.

The new (still incomplete) study plan is edited and presented to the whole teachers' body during 9 regional seminaries. The teachers' reactions lead to a few (small) corrections.

1988
April 16th,. The new study plan (corected but not yet complete) comes into force for the time being.

During the school year 1988/1989 which, according to the intercantonal agreement of the school year beginning in autumn, April 1988 - July 1989 will be a "long term", inservice courses will introduce the teachers to the new study plans: 3 weeks compulsory and a serie of afternoon-seminaries (follow-up) are to be organized. Other modalities of implementation are planned. During these 3 years which precede the definite introduction in late summer 1989 the new study plan is to be assessed and brought to its definite form.

4. Context

From the beginning, the project obtained general support from all the parties concerned and thus can be considered as accepted by the majority of the population. The teachers have stressed their position in regard to several issues (by means of consultations, petitions, postulates). The parents were particularly interested by the "educational targets". The decision of advancing the teaching of French and of the equal offer of subject matters to boys and girls was decided at a political level.

The Direction of the Project is assured by representatives of the inspectors, the teachers' inservice training and the Pedagogical Research Centre which also assumes the presidency of this project.

5. The actual state of affairs

The curriculum development did not progress as it was supposed to according to the 1979 plan:

a) it proved to be broader than it had be planned. The possibilities of democratic consultation have been very much enlarged. And nowaday we are to state that the sole revision of curriculum is not sufficient but must be completed by accompanying guidelines as regards to the regulations (size of the schoolclasses, schedule, homework, a.s.o.), the teaching materials, the basic and inservice training, the conditions of moving up to the next class or to secondary school, a.s.o.

b) during the course of the operations, more difficulties cropped up than had been imagined (cf. point 6)

c) consequently, the project advanced slower than planned. In 1979, we still believed that the new curriculum would be ready for use in 1981 !

d) nevertheless, motivated teachers have already adopted and put into practice different results of this curriculum revision in their schoolclasses.

6. Results and difficulties

Looking back at the past, we are fairly satisfied with the progress of our curriculum revision. We have the impression that the new study plan has created many forces and motivations inside the teacher profession which favor innovation in primary school. There have been many interesting initiatives. The official innovation efforts are actually focussed on inservice training. The difficulties were respectively and still are:

a) the creation of a new schedule which offers a decent solution to the following items: the extremely heavy weekly study plan, the intorudction of optional subject matters, identique amount of lessons for boys and girls, introduction of 45-minutes-periods;

b) the difinitive formulation of educational aims: (general) educational aims for compulsory education, (specific) didactic and educational issues. It is very difficult to come to a consens in a pluralistic world!

c) the development of parts of study plans for handycraft and drawing. The equal treatment of boys and girls is an (emotionally charged) innovation;

d) the lack of executives who are able to support the implementation of the new curriculum.

7. Questions

Actually, there are two main themes which promise to be interesting for the discussions during the workshop: the evaluation of the curriculum and the implementation strategy.

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APPENDIX II/2

EDK Schweizerische Konferenz der kantonalen Erziehungsdirektoren
CDIP Conférence suisse des directeurs cantonaux de l'instruction publique
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DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT Nr. 8 "INNOVATION IN PRIMARY EDUCATION"

PRESENTATION OF A SWISS INNOVATION PROJECT

PUPILS' ASSESSMENT IN PRIMARY SCHOOL, THE "MODEL OF TESSIN" (THE ITALIAN SPEAKING PART OF SWITZERLAND)

1. Background and history of the project

The present project is part of the reform of all degres of primary education (1-5) in the canton of Tessin. New regulations have been formulated which concern the teaching as well as the assessment methods.

The reform project has been built upon the following options:

1.1. "Homogene classes don't exist. Work in schools must be organizied in a way who facilitate differentiation according to each pupil's competences and capacities" (study plan, pp. 8)

1.2. Differentiation of teaching methods demands a flexible organization of school work (at the individual, group and collective level) and a previous definition of the different learning methods (learning by discovery, a.s.o.).

The school authorities decided to revise the existing regulations in matter of assessment of learning progress according to these new options.

2. The project's aims

The teachers are to adopt a way of assessing tehir pupils' learning progress which ought to be a genuine working tool instead of a pure administrative measure. This means:

- a formative and individualized assessment as a basic condition for the realization of individualized teaching:
- an assessment which is integrated into the learning process and which serves its regulation;
- a pupils' assessment which is at the same time an assessment of the teachers efficiency;
- an assessment which will demand of the teacher a reasonable investment of effort and time;
- an assessment which will offer an answer to the question: maintain or abolish traditional marks?

3. Procedure

1981-1982
The new teaching and assessment regulation is applied in 10 socalled "pilot-classes" of 1st degree;

1983-1984
The reform is widened to 215 classes of 1st degree and to 55 classes of 2nd degree, including the 10 initial classes which are actually 3rd degree

1984 -
Progressive implementation to the classes 4th and 5th degree and generalization.

Publication of an official document which specifies the minimal attainment targets which must be mastered by a pupil in the two main subject matters at the end of every learning cycle (at the end of the 2nd and of the 5th degree).

During these years, the school authorities have made several fundamental choices, have edited a certain number of regulations and developed various documents for teachers.

3.1. The choices

During the school year:

- The teacher is to practice a continuous and analytical assessment of his pupils' learning progress. This will allow a constant adaptation of the teaching methods to the individual and collective learning process.

- During the school-year, the parents receive a qualitative description of thier children's learning progress. This description concerns the different subjects defined by the study plan and will be delivered during the months of December and March.

- The assessment which takes place during the month of march will be completed by a global appreciation informing the parents about the probable final assessment at the end of the school year.

- The final assessment at the end of the school year will be given in the form of marks.

3.2. The Departement of Education has edited a certain number of measures in order to facilitate formative assessment during the school term. Among these:

- measures at the cantonal lever:
  - progressive generalization of the "pedagogical support" offered to children presenting particular learning problems;
  - the preparation of common tests which are considered to be didactic propositions more than means of control;
  - the development of formative assessment tools for teachers.

- measures at the level of local school authorities (inspectors a.s.o.):
  - invitation to hurge collaboration between the teachers;
  - help teachers with ponctual assessment concerning specific attainment targets;
  - create a positive attitude towards committed errors (which ought to be considered as symptons of misunderstandings, of lacking knowledge, instead of mistakes to be punished

- instruments put at the teachers' disposal:
  - a set of assessment sheets for information-gathering
  - a booklet containing suggestions for pupil observation and advice for composing communications addresses to parents.

4. Context

The reform project is supported conjointly by the Departement of Primary Education and by the Pedagogical Research Centre.

The new assessment introduced in the canton of Tessin is very different form the other (official or experimental) methods used in the other Swiss cantons. It brings a very clear break with the "traditionnal logic of the arithmetical average" practise elsewhere. This break appears at different levels:

- The (number) mark is only established at the end of the school term, according to the pupil's final attainment;

- by defining the scale of the mark according to the attainment targets (this is a definition which does not necessarily guarantee but which favors the development of target-orientated assessment tools);

- by the establishment of an absolutely compulsory attainment level for every subject (which excludes the usual "compensation game" which leads to the figuring out of the arithmetic average of several subjects.

Furthermore the fact of defining the promotion criterias according to study cycles instead of yearly grades, ought to encourage the teachers to practise a differentiated pedagogie, which will take in account, inside every study cycle, the various individual needs and learning rythmes.

The school system in the canton of Tessin does not ask for any streaming at the beginning of lower secondary school (the pupils will be re-grouped according to their attainment-level only during the two last years of compulsory education). This reality facilitates the introduction of innovations in the pupils' assessment field which would lead to very serious difficulties in the grades preceding the transition to secondary education in other Swiss cantons.

5. State of affairs and
6. Analysis of the first results

In spite of the important efforts which have been accorded to basic and inservice training for teachers of pilote and application classes, the new assessment model is not yet introduced in all the primary classes. Much work will have to be done in order to create a better convergence according to educational aims.

The new assessment model obliges teachers to invest considerable time, work and reflexion and to use a totally new approach at didactic level. Furthermore teachers must be sensibilized to the necessity of according particular attention to the quality of communications with parents, to "the necessity of avoiding stereotyped comments which would be just as scarcely informative or individualized as the traditionnal appreciations built upon standardized evaluaItion schedules..." Teachers must be "attent not to formulate inadequate comments (or even offer psychological interpretations) which might turn out to be much more hurtful for the pupil and his parents than a bad mark.

7. Open questions

- Which are the means to reinforce the process of sesibilization and awareness which will bring the teachers to practice an assessment - and thus to use the adequate didactiques - which really correspond to the new educational aims (accent on learning to learn and learning to be)?

- How far and under which conditions the Tessin model can be exported to other Swiss cantons?

- The choice of maintaining mark but attributing them a different fonction:
  is it to be considered as a happy compromise between tradition and progress?
  or
  is it a way of avoiding to face fundamental problems which are related to assessment and to teaching?

- The documents which are pu at the teachers' disposal, in order to facilitate their task, often mention the "operationalized attainment targets". But:
  - is it really possible to operationalize everything (e.g. arts, a.s.o.)?
  - is it useful to atomize the educational aims?
  - how many attainment targets are there to be assessed?
  - would it not be better to look for more supple and essentially qualitative forms of evaluation?
  - which for of teachers' training corresponds to qualitative evaluation?

This paper has been written on the basis of different documents which have been sent to us by:

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APPENDIX II/3

EDK Schweizerische Konferenz der kantonalen Erziehungsdirektoren
CDIP Conférence suisse des directeurs cantonaux de l'instruction publique
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DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT Nr. 8 "INNOVATION IN PRIMARY EDUCATION2

PRESENTATION OF A SWISS INNOVATION PROJECT

"MAN AND ENVIRONNEMENT" A LOCAL DEVELOPMENT PROJECT IN A LUCERNE PRIMARY SCHOOL

1. Background and history of the project

In the study plan "Human Being and Evironnement" the traditionally separated subjects such as history, geography and science have been put together and widened with socio-cultural and technical-scientific aspects. Thus, the new subject "Human Being and Environment" now takes the place of the former "science", as it used to be called in the German-speaking part of Switzerland. The new term, more appropriately, shows up the global and interdisplinear approach of this project.

This reform of the teaching of science has been activated by a new method of teaching history and by the new curricula of german and mathematics which had been edited during the seventies. The innovations which were introduced in these fields required similar adaptations in the field of science. In accord to a basic report which were written by a specially constituted science-commission, a group of primary teachers elaborated during 1979 - 1982 the study plan "Human Being and Environment" as well as the didactic guideline "How to Learn to Learn".

The development which was assured by partly discharged commission-members, was completed by consultations and hearings of the concerned teachers and evaluation groups.

In 1982, the momentaneous version of the study plan was acknowledged by the Hean of Education. In order to facilitate the dissemination of the reform-idea, at first one and then two full-timers were put on the job.

The initial inservice training takes 6 months and includes 6-7 seminars during which the participants receive the theoretical basic notions as well as the possibility of concrete planning, mastering and evaluating a teaching sequence. This way of proceeding also stimulates the collaboration of the teachers' staff in a schoolhouse: all the training sessions take place in groups of teachers belonging to the same schoolhouse.

Yearly about 150 primary teachers have attended inservice trainging since 1982 and thus been introduced to the new study plan. It is planned that by 1990, all the concerned teachers will have been acquainted with the reform. In collaboration with the ZBS (a regional school development and consulting service) the study plan will be reviewed once more and adjusted by taking in account the experiences made during the introduction period.

By 1990, the definite version should come into force and then be implemented according to the teachers' demands.

2. The project's ams

The reform is built upon three main ideas:

2.1. Significant objects in the environment - well-founded image of the world.

The subject "Human Being and Environment" offers the child sufficient experiences with the significant objects and the influencing forces of his environment. By integrating these experiences, the child will construct a well-founded image of the world.

The curriculum is foundamentally orientated on personal observation and experience with the existing phenomena. It thus reorganizes the traditional subjects into different sets of themes concerning the human being's basical needs (e.g.: work, construction/home, shopping/money, food, leisure, lawfulness of nature/technique, healthiness/sickness, clothes, medias, plants/animals/living quarters, school/family/fellow man, state and society, traffic, time.

Every set of themes contains 3-5 specially justified attainment targets which aim to lead the child to a comprehensive vision of this environment. Only a few, important themes should be chosen in order to avoid overcharge.

2.1. The capacity of coping autonomously with one's environment.
Capacity of experience and of action

The subject "Human Being and Environment" is to develop the child's capacity of progressively coping in a more autonomous way his environment, to develop his image of the world according to the facts and necessities of this environment and thus become capable of experience and of action. It is important to develop basic methods of working, learning and thinking and to educate the children towards a responsible attitude towards themself, fellow man and environment.

These process-orientated attainment targets are considered to be the deciding factors of the whole reform. This is the reason why the new curriculum is completed by a second document which contains a small didactic introduction into "How to Learn to Learn", a booklet containing many concrete examples and insisting on the socalled "instrumental attainment targets" (e.g. 1. basic working methods in order to obtain and save immediate and mediate information such as observation, collect and classification, to win information from written texts, pictures, graphics, a.s.o.; 2. basic methods of thinking, such as experimentation, comparison, creative thinking, a.s.o.; 3. basic attitudes of responsible acting such as communication, resolving conflicts, a.s.o.). Armin Beeler's book "Selbst ist der Schüler" is a compulsory part of the inservice training.

3. Emotional, involvment with homeland

The subject "Human Being and Environment" brings the child to build an objective and emotional relationship with his geographical and psychological homeland.

By conscious references to the local community, to the region, the Swiss cantons and the world, the pupil is to be educated towards a responsible attitude towards his environment. He is to examine and to question how far the human being is influenced by his natural environment and how he can influence it creatively. The theme-set "Our homeland: Lucerne/Switzerland/the world" leads to conscious interaction with space and time.

4. Content

The curriculum demands high engagement from the teachers and gives them much freedom in their choice of themes. This is the reason why only a few obligations have been defined:

- at least a fifth of the complete teaching time must be employed for the subject "Human Being and Environment" (ca. 5 lessons);
- the instrumental and content attainment targets are to be equally valued;
- in all classes the sets of themes school/family/fellow man and plants/animals/living quarters are to be worked on at least twice during the school year;
- during the 4-6th term, at least half of the time is to be used for work on the theme set "Our homeland: Lucerne/Switzerland/the world";
- the teacher keeps a record which will assure the self-control as well as give an overview of the treated themes and facilitate the transition to the next school year and teacher;
- the teachers are engaged to keep an account in order to plan their teaching in a way which includes throughout the grade years, all the sets of themes and all instrumental attainment targets.

5. Advantages and problems of the reform

The teaching innovation of science as described in the previous section has been widely accepted nowaday in the canton of Lucerne and has proved to lead to highly satisfying results:

- many motivated teachers feel this subject supported by the study plan and like to work on. They use the accorded liberty of offering their pupils a lively and life-near way of teaching;

- the pupils work on the different themes with much interest. Parents and teachers observe much auto-initiative and a progressive autonomization during school work.

- after an initial period of franc mistrust, even the politicians and the school authorities have come to recognize the chances of this reform and most of them today back up for the new idea.

But during the implementation of the new study plan many problems tend to emerge. We will name the most important ones quite unsystematically and very briefly. It has not yet been possible to answer the question of how far these problems are related to teacher's personality and/or to professional status caracteristics:

- The new study plan obliges the teacher to introduce new, pupil-orientated learning and working strategies which constrains many of them to revise their fundamental teaching habits. Such modifications which are tightly related to the personal concepts of learning and teaching, take much time and cannot be attained by mere curricula changements. The teachers must be brought to re-think their own role and become conscious that they are to remain learning persons all their life.

- The realization of the instrumental aims tends to be particularly difficult, especially because the teachers absolutely lack personal experience in this field. It will be necessary in the futur to offer specific seminars and to encourage the teachers to replace the traditional contents with instrumental attainment targets.

- Teachers are not used to plan their lessons according to a study plan, that is to coordinate their themes with general educational aims. This matter of fact is due to the flood of teaching materials which have drowned the school during these last years and induced the teachers to forget about their personal aims;

- The basic training colleges, inspectors, school authorities and parents must be involved in this learning process in order to avoid misunderstandings;

- The following school (especially the higher secondary schools) still tend to ignore the importance of "Human Being and Environment". They still cling to a very specific and purely scientific teaching tradition. Communication and very targeted information ought to be intensified in order to create some progress in this field.

- The implementation by inservice training inside the schoolhouse has shown to be efficient. This way of proceeding has improved the collaboration of many school staffs and allowed to solve many probelms which were not exactly related to the subject. On the other hand there is a tendancy in certain school staffs with important internal problems that the conflicts become worse and that certain roles become reinforced. In theses teacher staffs, i will be very difficult for the person in charge of the inservice training to separate the innovation aims from the existing problems and this guarantee the success of the training session.

7. Some question

1. What do you think about the great importance accorded to the instrumental attainment targets in the subject "Human Being and Environment"?

2. What do you think about the idea of dividing the contents into socalled sets of themes bases on fundamental human needs?

3. How do you evaluate the idea of study plan which contains only a few defined content and instrumental aims, but no compulsory contents?

4. What do you think about this study-plan which does not contain pure scientific themes, but also subjective, emotional and socio-cultural aspects?

5. Do you agree with our conviction that pressure at the level of contents and selection are important obstacles to the attainment of instrumental targets?

Peter Imgrüth, in charge of "Human
Being and Environment"
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Lucerne, June 1988
Trad. MGT/jc

APPENDIX II/4

EDK Schweizerische Konferenz der kantonalen Erziehungsdirektoren
CDIP Conférence suisse des directeurs cantonaux de l'instruction publique
CDPE Conferenza svizzera dei direttori cantonali della pubblica educazione

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DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT Nr. 8 "INNOVATION IN PRIMARY EDUCATION"

PRESENTATION OF A SWISS INNOVATION PROJECT

TEACHERS' INSERVICE TRAINING TOMORROW

1. Background and history of the project

Teachers' Inservice Training has become very important in all Swiss cantons over the last 20 years. The CDIP has contributed very much to the legitimation and orientation of Teachers' Inservice Training by publishing a report under the same title.
Because of the constant increasing demands on the teacher's profession, especially related to school development, Teachers' Inservice Training will become increasingly necessary.

According to the very diverse structural and financial possibilities of the cantons as well as according to the different needs at the various school levels, inservice training will have to undergo further qualitative and quantitative improvements.

With the present project, the CDIP wants to support the cantons' and the teachers organizations' efforts to adapt the inservice training to the increasing demands.

2. The project's aim

The CDIP project Teachers' Inservice Training is to:

- implement the exchanges of information and of experiences by assuring the collaboration between the people in charge of Teachers' Inservice Training;
- give incentive for innovations in the field of Teachers' Inservice Training:
- assure the follow-up of promising new developments;
- assess the mutual influence between Teachers' Inservice Training and school development;
- work on the problem of the inservice training of the managerial staff;
- assess the Teachers' Inservice Training efficiency;
- assure a broad public information of the Teachers' Inservice Training's importancce.

Public to be targeted by this project:

- cantonal school authorities
- initial teacher training institutions
- teacher associations
- collaborators of cantonal, regional or federal school development projects.

3. Procedure

The project will be conducted in two phases:

During the pilot study (which is to take about 2 years), the basis of the main project (3 - 4 years) is to be worked out.

Organization of the pilot study:

- a project group with 7 members (instituted by the Pedagogical Commission) who work on this project beside their main job;

- a director of the project :
  Hans-Rudolf Lanker
  Director of the Teachers' Inservice Trainingt
  in the German speaking part of the Canton of Bern;

- the project secretary is assured by the CDIP and by a local secretary (1/4 time);

- possibility to engage experts for special tasks within the limits of the accepted budget (Sfr. 60'000.--).

The pilot study's tasks

- description of the state of affairs, especially considering the latest developments, the observable tendances and the innovation efforts;

- support of the exchanges of experiences between the responsabilities of Teachers' Inservice Training : the direction of the project invites the representatives of the Teachers' Inservice Training top organizations for basic exchanges ("Forum Teachers Inservice Training");

- the pilot study will be closed by the publication of a report and a madate-draft which will define the main project's procedure, agenda and budget.

4. Content

This project has gained a particular actuality because of the changes caused by the decision to fix the beginning of the school year in autumn for all the cantons. The concerned cantons have decided to use the additional time gained by the time-lag partly or completely for compulsory Teachers' Inservice Training.

During a consultation phase, the teachers' associations mostly acclaimed the CDIP's engagement, but insisted on their desire that this project will not be theoretical but very near to practical realities and needs.

Infrastructure: cf. chapter 3.

5. Advantages and problems of the reform

The mandate for the pilot study was accepted at the end of October, 1987 by the Plenary Assembly of the CDIP. For personal reasons however, work could only be initiated by the beginning of April 1988,

Presently, the following subjects are treated:

- description of the state of affaires of the activities and forms of organization of the cantonal Teachers' Inservice Training-services. The results of this investigation can be

fixed in a "Teachers' Inservice Training - guide" of the cantons. By the end of August, we will have managed to collect the data for all the German speaking cantons;

- resuming of the existing literature (conferences, essais, publications, a.s.o.)

- creaation of an easily accessible documentation centre, eventually a computerized categorization of the existing literature.

6. Analysis of the first results

It is not yet possible to set up an evaluation of the results (only 2 1/2 months have passed by since the beginning).

However, let's state that the first descussions with the cantonal Teachers' Inservice Training responsibles have been particularily intense and that the feedback has been absolutely positive.

7. Questions to be discussed during the workshop

- do comparable projects exist in other countries?

- how can we overtake the differences caused by languages and cultures in order to establish a prolific collaboration for everybody?

- which aspects of the project can claim for over-all generalizability and this overtake the traditional federalism of the Swiss cantons?

- how should we proceed in order to convince all the concerned parties and the large public of the great importance of Teachers' Inservice Training?

Köniz, June 1988
Trad. MGT/jc - 19.07.88

APPENDIX II/5

EDK Schweizerische Konferenz der kantonalen Erziehungsdirektoren
CDIP Conférence suisse des directeurs cantonaux de l'instruction publique
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Sekretariat/Secrétariat Sulgeneckstrasse 70, 3005 Bern Telefon 031 46 83 13

DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT Nr. 8 "INNOVATION IN PRIMARY EDUCATION"

PRESENTATION OF A SWISS INNOVATION PROJECT

CURRICULA ADJUSTMENT IN WESTERN SWITZERLAND

1. Background and history of the project

The curricula innovation which has been taking place since the beginning of the seventies has led to a considerable enrichment of the didactical approaches, but also to a progressive enlargement of the teaching tasks.

In this context of renovation which concerned the singular subjects, the teacher's associations have repetedly insisted on the necessity of proceeding to a global evaluation of the whole of the curricula. Many teachers especially felt the urgency of trimming the school syllabus. In order to react to the increasing disconfort, the school authorities and the teachers' associations finally decided to launch a project of "curricula adjustment".

2. The projects' aim

According to the mandate's terms, the aim of the operation called "adjustment" consists in stressing out the main learning acquisitions during primary education in order to thwart the permanent and apparently inavoidable extension of the scholl work. In order to underscore the essential learning acquisitions, a new presentation of the curricula was advocated. The intention was to put to the teachers' disposal an instrument which would facilitate the locating of the main attainment targets and thus facilitate the managment of work in the classroon.

3. Procedure

In 1984, a French speaking Group for Curricula Adjustment (GRAU : Groupe Romand pour l'Aménagement des Programmes) is constituted. It is composed by seven delegates of the Education Departments, of seven delegates of the teachers' organizations and one research worker from the IRDP (Institute for Pedagogical Research and Documentation).

In each canton, a reference group is constituted and charged at first to elaborate the first projects of texts, and then during a second phase to proceed with the re-lecture of the synthesis texts written by the GRAP.

This way of working was adopted in order to take an inventory of the already existing cantonal documents concerning the curricula presentation and on the other part in order to create at once a certain agreement about the document which was to be written.

The operation took place in three phases:

1984 - 1986	working out of a new curricula presentation
1986 - 1988	implementation of a consultation-observation (inquiries, interviews, contacts schools) in order to collect the opinion of the teachers, trainers, methodologists, authors of teaching materials
1988 -	final version of the document

3. Context

The project has generally well been accepted by the teachers. They feel very directly concerned; the project is an answer to their initiative and takes up their problems. The school authorities follow the project very closely, control its evolution. The demand for "trimming the school syllabus" which reappears periodically is systematically changed into "adjustment" of the curricula - a term which has the advantage of being more neutral and acceptable according to a political point of view, but comports the disadvantage of being rather ambiguous.

The cantons have released their teachers very differently from their teaching tasks so that they could attend the project as well during the phase of the working out of the document as well as during the consultation phase. Inspite of these disparities, in every canton, teachers and members of the school authorities have been able to attend the project. The secretary was assured by the IRDP.

4. State of the project

Since the beginning, GRAP was confronted with the following questions:

- with which amount of liberalism the still official curricula dating from 1972 and 1979 were to be considered?
- how to formulate the attainment targets?
- which acquisitions were to be conserved for a "fundamental" which was to reflect the main acquisitions?
- how to treat subjects which have been revised or are presently undergoing revision?

The GRAP did stop very long on theoretical questioning. Very quickly and very pragmatically, a form of document was found which obtained the large approval of teachers. Thus there has not really been undergoing reflexion about the curriculum content and about the socalled "essential acquisitions". The GRAP's tark was right away perceived as a categorization of present study plan's elements into knowledge to be approached (sensibilization), knowledge to be mastered (fundamentals) and knowledge to be enriched and/or to be implemented (development).

5. Analysis of the first results

The consultation revealed the teachers acception of the document. Its easy way of reading, its synthetic presentation are appreciated. There still has be some analysis done concerning the effective utilization of the document.

The consultation has however led the specialists (trainers, methodologists, authors of manuels) to be very guarded in their openions about the document's basic as well as content value. Many remarks and suggestions have been put forward which will lead to a further adjustment of the document.

6. Open questions

- is the fact of charging general teaching pratitioners to elaborate a new presentation of programs to be perceived as a circonstancial episode or are we to interprete this as a sign of shifting the responsabilities of curricula elaboration ?

- can the tentative to resolve the present dissatisfaction with study plans by insisting on a new formulation of a prescribed document be successful or isn't there an important risk of creating an abusive oversimplication of the underlying problem ?

- can the re-writing of a study-plan become a mean of its appropriation, of facilitating the understanding of its conception as a whole; can the feeling of being somehow its author lead to become its master ? Can the impact created by the re-writing be transmitted or must the targeted person be urged to take over and write the plan once more for himself ?

- How comes that the reflexion about the fundamentals to be learned at school (beyond generous declarations) is so very difficult without falling at once into the ruts of the internal logics of the existing curricula ?

- the interest of documents similar to the GRAP document reside in the idea that it might be a help for the teacher in his task of planification and ponderation of the many school activities which must be done. But it is much easier to drive them to speak about the evaluation of the study plan than to get them to speak about what they really do. Why does this happen ? Is speaking about one's practice felt to be more engaging than merely expressing one's opinion ?

Jean-François Perret
IRDP / Recherche

Neuchâtel, June 1988
trad. MGT/JC - 19.07.88

APPENDIX III

DISSEMINATION OF THE RESULTS OF THE COUNCIL OF EUROPE PROJECT
Nr. 8 "INNOVATION IN PRIMARY EDUCATION" Montreux, 22 - 25 august 1988

CHECKLIST FOR THE EVALUATION OF THE SWISS INNOVATION PROJECTS
developed by Anton Strittmatter

Purpose of this check-list: level the analysis and the evaluation of the presented swiss innovation projects (case studies) on some central aspects of school development; facilitate a comparitive discussion and analysis of the presented projects.

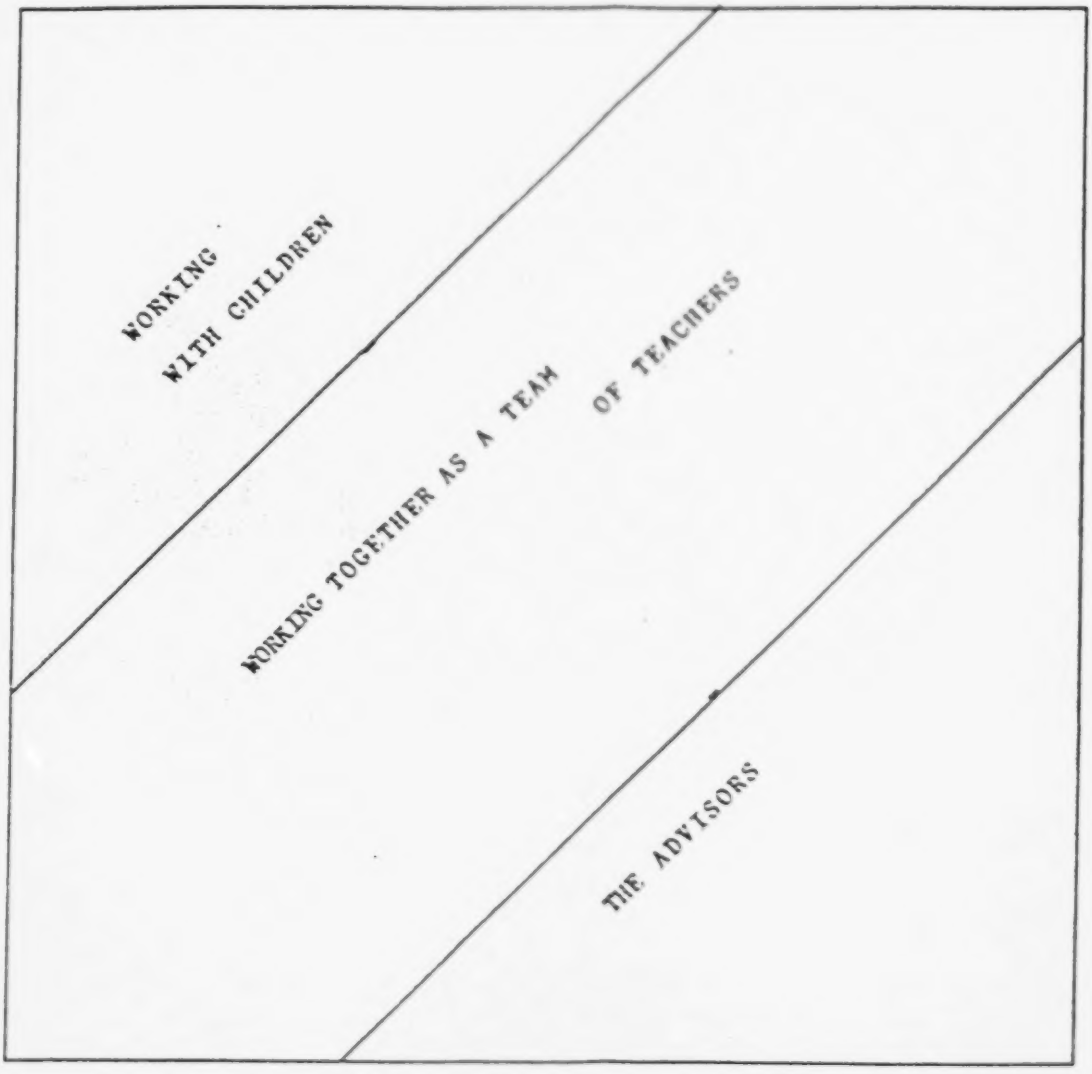
A. CONTENT ASPECTS	Formulate some key-words concerning the project
A.1. Active individualization The project stimulates the childrens' individual development, takes in account each child's capacities and needs.	
A.2. Autonomy and cooperation The project implies the childrens' education towards more autonomy (the capacity of deciding what to learn and how to learn it, the capacity of developing a personal learning-technique, of planning their own work). It equally implies the capacity and will for cooperation.	
A.3. Sound relationsship between the teachers and their pupils The project enables teachers (and pupils) to establish sound relation ships based on equivalence, mutual respect and large freedom of expression. The teachers are encouraged to foster their capacity of establishing warm relationships and of using adequate social forms of learning.	
A.4. Mixed age groups The project sets up or fosters teaching in mixed age groups - as a definite choice of an alternative school structure (mixed age classes) or as a temporary working form (e.g. subject-centered learning-projects)	
A.5. Continuous assessment of learning The project encourages the practice of an assessment which favors the continuous observation, interpretation and remediation of the child's learning activities. It provides the necessary infrastructure (e.g. regulations for moving up to the next grade) and concrete material (clearly defined attainment targets, evaluation instruments).	

	Formulate some key-words concerning the project
A.6. Effective school management The project fosters the creation of good organization structures inside the individual schools. It animates and reinforces the teacher staff's problem-solving and cooperation capacity. It contributes to the creation of the corresponding regulations e.g. at the cantonal level.	
B. FIVE ZONES IN SCHOOL IMPROVEMENT (It is important that the five zones be equally developped in order to get real change to take place) **B.1. General educational outlines** The project formulates respectively claims its relation with already existing outlines: educational goals and principles, didactic approach and organization. **B.2. School-organization/school-structure** The project develops optimal circum stances under which the teaching-staff can work: the childrens' division into learning groups, their moving from one grade to the next, the organization of groups (according to mixed or homogene age, abilities) and the use of space within the school. **B.3. Didactic approach** The project contributes to the clarifi cation of attainment targets, to the solution of general and specific subject matters, improves Aevaluation a.s.o. It enhances the development of the coresponding learning materials and instrumental tools. **B.4. School-intern organization** The project includes improvements of the individual school's organi zation structure, encourages the development of good leadership and support structures (also consultations) and improves the quality of the teacher staff's relationship. **B.5. External contacts** The project fosters good communication between the school and the authorities respectively the external contacts: the educational authorities, the support system, the parents.	

	Formulate some key-words concerning the project
C. THE DIFFERENT LEVELS OF SCHOOL POLICY **C.1. Intercantonal level** The project is related to intercantonal projects (confederation, CDIP, regions) and recommandations. **C.2. Cantonal level** The project is directed respectively supported by the canton. The canton is in charge of the project, finances it, decides, assures the teachers'inservice training. The project is assisted by a cantonal or regional pedagogical support structure. **C.3. Local level / school house** The commune respectively the school is in charge of the project respectively actively involved. The complete teachers'staff participates in this experience.	
D. CONSOLIDATION/IMPLEMENTATION/ TRANSFER **D.1. Consolidation/implementation** The project has the possibility of following up its aims during several years. An executive structure has been created and will be active during a long time (inservice training, consulting, etc.) There exist success-assuring materials/instruments (also for newly arrived teachers) which reinforce the teachers' innovation efforts **D.2. Transfer** The project wants to and is able to disseminate its results. It offers other communes or cantons personal and material support (e.g. videos, different material for demonstration) in order to facilitate the transfer/ contextualization of the reform. august 1988/STRI/MGT	

APPENDIX IV

THE 'DYNAMIC PARALLEL'



APPENDIX V

SEMINAIRE DE DIFFUSION DES RESULTATS DU PROJET NO 8 DU CONSEIL DE L'EUROPE "L'INNOVATION DANS L'ENSEIGNEMENT PRIMAIRE"
WORKSHOP ZUR VERBREITUNG DER RESULTATE DES EUROPARAT-PROJEKTES NR. 8 "NEUERUNGEN IN DER PRIMARSCHULE"

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SEMINAIRE DE DIFFUSION DES RESULTATS DU PROJET No 8 DU CONSEIL DE L'EUROPE "L'INNOVATION DANS L'ENSEIGNEMENT PRIMAIRE"

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